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ABSTRACT

The stated objective of this handbook is to provide guidance in foreign language curriculum planning and teaching. Although written specifically for Arkansas educators, most of the resources and ideas are applicable to any foreign language program. Topics covered in the handbook are: (1) student competency goals; (2) descriptions of various teaching methods; (3) alternatives to traditional programs; (4) supplemental small group activities; (5) a skills continuum including listening, speaking, reading, and writing; (6) the benefits to students of taking Latin; (7) testing and evaluation of student and teacher performance including teacher evaluation forms for use by teachers, administrators, and students; (8) professional organizations; (9) extracurricular activities; (10) sources of career education materials; (11) suggestions for using different types of audiovisual equipment; (12) sources of print and nonprint instructional materials; and (13) miscellaneous recommendations for foreign language programs and classes. (DC)

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ARKANSAS FOREIGN LANGUAGE HANDBOOK

A Guide for Teachers and Administrators

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Arkansas Department of Education
1983

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Appreciation is extended to the committee members who volunteered to work far beyond their own full schedules to research, prepare, edit and evaluate the materials for this Handbook. The members are all classroom teachers; thus, the content is based on actual experience rather than esoteric theory. The committee was under the direction of Glenna Hudson, Specialist, Foreign Language Education, Arkansas Department of Education.

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Special appreciation is expressed to James Underwood for the cover design.

Foreword

One of the initial purposes in the establishment of the public school system of America was to prepare its youth to become productive citizens who could contribute to the continued growth and independence of this country. In today's world the achievement of this goal lies in the effectiveness with which we educate students to function in a global community with the ability to communicate and interact as international citizens. The study of foreign languages is a key to understanding the cultures of our world neighbors and the ultimate realization of our objectives in this area of education.

It is hoped that this publication will help teachers and administrators in the schools of Arkansas to establish, maintain and improve foreign language programs in the overall effort to gain higher standards of excellence in the education of the young citizens of our nation.

Don R. Roberts
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Preface

The need for a citizenry competent in world communications has never been more acute than it is today. This urgency is perceived at every level of society.

Competency in a foreign language is not acquired in one or two years of secondary studies only. Still, the acquaintance with another language and deliberate steps towards proficiency and mastery should be taken as soon as possible during the secondary school years or earlier.

Arkansas foreign language teachers feel and shoulder the responsibility to give young Arkansans an opening onto the world, not only through the learning of the language itself, but also through the presentation of the culture, history, geography and contemporary institutions of the countries whose language they are studying. Knowledge of a foreign language will give young people career options and advantages in a climate of international business and multinational companies, thus making Arkansas a stronger competitor in a field in which it is already engaged. The fact that Arkansas has no foreign borders makes it necessary to present other cultures in the only context available to all its students, the classroom.

A small percentage of the school population will travel abroad for pleasure and education; an equally small number will be involved in international business or defense operations, but 100% of the students will reap the tremendously important advantages of having learned a foreign language. This study will contribute to a strengthening and enrichment of their own language, its structures and vocabulary, to a heightened enjoyment of daily life through a better understanding of international relations, world affairs, different ways of life and to an appreciation of the cultural heritage of other lands.

Arkansas foreign language teachers sincerely wish to open the minds of young people to a world in which they will play a significant role and to prepare them for a successful and enriched life.

Introduction

The objective of the **Arkansas Foreign Language Handbook** is to provide guidance to all persons involved in curriculum planning and foreign language teaching in any and all school districts in Arkansas, whatever the size. The members of the handbook committee, having formulated goals of a foreign language offering in a school, propose guidelines and suggestions to:

A. those persons involved in curriculum planning, design and implementation
B. the school administrators who must reconcile the needs of their students with budgetary and personnel considerations
C. all foreign language teachers:
   (1) those isolated in many of the smaller schools in the state
   (2) new members of the profession who are not afforded either the exchange of ideas with other teachers in the field or the benefit of the experience of older members of the profession

With this in mind, we have attempted to write in a simple, realistic and concise manner a publication for easy reference. We have steered awav from idealistic curricula and outlandish methods. We have limited ourselves to present what is practical, attainable and feasible. New trends and hardware come and are replaced. We should observe them, study them, experiment with them and glean from them whatever is good and useful for us and our students. However, there exists a core of time-proven methods, techniques and equipment that has been used in many successful programs. This will be presented in the following pages.

Goals

Each student should be able to:

(1) listen to and comprehend the foreign language when it is spoken by a native speaker at a normal speed on a subject within the range of the student's experience

(2) speak well enough with self-expression to communicate directly with a native speaker within the range of the student's experience

(3) read material on a given level with understanding

(4) write correctly whatever he can say

(5) recognize that there are similarities and differences among cultures

(6) develop an understanding of the contemporary values, behavior patterns and cultural heritage of the people whose language is being studied

(7) be exposed to career options and advantages

Methods and Techniques

Methods abound in the field of foreign language teaching, as do opinions about the best way to implement them. Periodically, different methods from grammar-translation through audio-lingual to total physical response have been emphasized. None is perfect and none is the last word.

The learning of a foreign language involves the acquisition of four skills: listening, speaking, reading and writing. The opinion of experienced and successful teachers is that no single method will provide mastery of all four skills. Therefore, it is recommended that a variety of methods be used in the classroom, utilizing the one method that best contributes to the acquisition of a specific skill. Some of the most common methods and their descriptions follow:

Methods and Techniques commonly used in Foreign Language Programs

Methods	Descriptions	Special Features	Skill Acquisition
Direct Method	Only foreign language is used to provide instruction.	Use of authentic materials, concrete objects and dramatization aids	Comprehension Listening Speaking
Audio-Lingual Method	Listening and repeating are the main activities.	Listening to and repeating dialogues Memorizing and reciting dialogues Participating in drills to learn structures	Pronunciation Listening Speaking
Grammar/ Translation Approach	Emphasis is on learning grammatical structures to acquire communicative and writing competence and vocabulary.	Understanding and application of grammar rules Usage of those rules in translation to target language Translation into English	Grammar Reading Writing Translating

Conversational Approach	Emphasis is on listening and speaking. Conversations are based on specific themes or general areas of interest at the age level of the students.	Activities include: A. playing of various roles using vocabulary acquired B. small group discussion on topics of common interest C. question-answer session in pairs D. presentation of short oral reports	Listening Speaking
Affective Approach	The aim is the simultaneous development of self-awareness, interpersonal relations skills and language skills. Content focuses on students' interests, needs, feelings and values.	Language is used to express personal experiences and feelings in group size appropriate to the activity.	Self-expression Communication
Total Physical Response Approach (TPR)	Before speaking, students listen and follow modeled commands Use of gestures cues and reinforces learning.	Students are actively and physically involved in the production of commands and responses to such commands.	Vocabulary Comprehension Imperative forms
Natural Approach	The focus of instruction is on the contents of conversation rather than on form. There are three stages: A. comprehension B. early speech production (without overt corrections) C. improved conversational patterns	Students are placed in familiar settings and are expected to express themselves in the target language as best they can. Vocabulary dealing with situations will have been presented to them. Vocabulary range is more important than grammatical accuracy.	Comprehension Vocabulary acquisition Oral expression

Individualized Instruction	Students work individually. Instructional materials called "Learning Activity Packets" are often developed by teachers. Students may also work in small groups with peers of similar ability and/or interest. Grades earned depend on the amount and quality of work done.	Typical activities written or oral may include: A. listening to recorded comprehension exercises and answering multiple-choice questions on an answer sheet B. reading passages and answering questions testing reading comprehension C. taking oral and written tests before proceeding to the next "Learning Activity Packet" This method of instruction is used for students seeking enrichment activities or those needing remedial work in the classroom setting.	All skills
Independent Study	Instruction is based on goals and objectives agreed upon by both student and teacher who meet periodically to discuss and evaluate the work done. Credit is earned at the end of the semester when objectives have been attained.	This system can be used to resolve scheduling conflicts, to offer another year of instruction when class enrollment does not allow formal instruction or gifted students to pursue a topic of special interest.	All skills, although oral is not stressed

Program Alternatives

When applied to foreign language study, the phrase "alternative means" indicates a situation other than that which would be considered ideal, and the results of such a language program would certainly be less than optimum. However, it sometimes becomes necessary to offer more than one year of foreign language study in a single class period. This may happen for a variety of reasons including scheduling difficulties and enrollment too small to permit separate classes.

It is not recommended that combined classes be implemented below Level III. Because of the nature of the first two levels of instruction, it

would be more difficult than in the upper levels to manage a combined class situation. Some accreditation agencies may have requirements which discourage this, especially in the beginning levels.

When combining classes does become necessary, at any level, the teacher should be helped in devising coping strategies. The following methods may be used:

A. Correspondence Study

When only two or three students want to take an advanced course, the answer may lie in offering the students courses through correspondence. In this instance the teacher may do any or all of the following:

(1) permit the student(s) to be "attached" to another class in order to have a place and time to work
(2) offer occasional help and explanations
(3) serve as a monitor for the tests

B. Independent Study

This method can be offered when there are only a few students enrolled for a course. In this case there must be a mutual understanding on the part of the teacher, the student(s) and the administration regarding:

(1) the objectives of the course
(2) the activities which lead to attaining the objectives
(3) the way in which evaluation is to take place and grades given

The teacher may want to devise checklists or a "contract" explaining the steps a student should take in completing an assignment.

C. Rotating Levels

Latin teachers have long offered courses on a rotating basis, combining third and fourth year students and reading different authors in alternating years. One possibility would be to combine third and fourth year students in modern language courses by offering four semester courses, one each in conversation, composition, culture, and reading and literature. The teachers then differentiate assignments for students according to the level in which they are enrolled.

D. Split-Period Approaches

There are a variety of ways in which teachers can work with two classes in a single class period:

(1) They may work two days with one level and three days with the other, reversing the procedure during alternate weeks

and assigning meaningful, long-range projects on which each class works while the teacher is meeting with the other.

(2) They may allow each level to work separately during portions of all class periods.

(3) They may have the higher level make occasional presentations to the lower one, act as conversation leaders and tutor the lower level on a one-to-one basis.

(4) They may lead both classes in the same activities but require different levels of response and performance.

E. Mini-Courses

Some high schools teach third and fourth year students in the same class periods with objectives and activities tailored to the student's level in a series of mini-courses. The student chooses approximately half the topics he studies and the remainder of the class time is devoted to teacher-selected and teacher-taught units.

F. Traveling Teachers

When several schools are located close enough together to permit such a plan, they may choose to "co-op" and share one teacher. This teacher travels from school to school. Depending on the number of schools involved, the teacher organizes the scheduling to provide for maximum exposure of the students to the foreign language each week.

G. Traveling Students

In this method, which is a variation of the afore-mentioned one, the teacher remains in a central location and the students travel to this location for instruction. An obvious advantage of this method is that materials and equipment are kept in one place, and the teacher can create a classroom environment which will be much more stimulating to the students in their study of the foreign language. Consideration must be given to the distances between the various schools to insure maximum instruction time, as well as minimum transportation costs.

Supplemental Activities

When used creatively, small group activities may serve the classroom teacher as motivation, learning and reinforcement tools. Listed below is a sample of suggested activities. Refer to the list of sources for catalogs which provide further information. (Page 31)

GRAMMAR

Relay Races:
Students from selected teams of four or five rush to the chalkboard to write the correct form of a grammatical structure.

Tic Tac Toe:
Same game as is usually played but write in verbs, nouns, etc.

Vocabulary Bingo:
This is a class game. Can be used with numbers, vocabulary, verbs, etc.

SPEAKING

Password:
Student sees a written word and gives his partner an oral, one-word cue (synonym or antonym).

Charades:
Student acts out an action, and class attempts to verbalize within set time limit.

LISTENING:

Rumor-Telephone:
In rows, a sentence is whispered from first to last person. There is no repeating. Last person states what he thinks he heard. Closest reproduction wins point.

Simon Says:
Instructions are acted out when prefaced with "Simon Says."

READING:

Word Search or Anagram:
Players make words in target language by arranging letters from a common pool or by forming anagrams from other words.

Riddles or Jokes:
Present a riddle per week on board and award points to student who first solves it.

WRITING:

Story Endings:
Allow student to try to write his own ending for plays or stories.

Translating:
Translate some cheers, ads or popular songs into target language.

Transparency:
Let one student do homework on transparency (change students). Put work on overhead and let class correct papers. Use easier assignments at first.

Newspaper:
Create a bilingual classroom newspaper with feature articles written by student groups of three or four. Allow one or two weeks per paper for completion.

Skills Continuum

Each of the four skill areas - listening, speaking, reading and writing, in addition to cultural awareness - is interrelated and interdependent. These skills are usually taught in a sequential manner according to a semester of study or a year of study. For purposes of this handbook, it must be understood clearly that LEVEL does not necessarily mean material learned in one school year. Nor does it necessarily mean that any one level as outlined in a text can be accomplished in one school year. The fact that a student has been passed from one grade to another does not necessarily mean that he has mastered the entire body of material for a given level; therefore, it is essential that the teacher establish the level of competency of each student in the class before moving forward.

This handbook will use LEVEL A as beginning language skills, LEVEL B as intermediate language skills, and LEVEL C as advanced languages skills.

LISTENING SEQUENCE

Level A

By the end of Level A the students should:

(1) have spent 70-100% of time listening to gain new understanding
(2) have had exposure to recorded tapes, native speakers and the teacher for language sources
(3) understand general content of a spoken statement
(4) recognize basic sound patterns
(5) differentiate between questions and statements
(6) differentiate between positive and negative phrases

Level B

By the end of Level B the students should:

(1) have spent 50-70% of time listening to gain new understanding
(2) have had continued exposure to recorded tapes, native speakers and teacher, and should have been introduced to authentic radio or TV programs for language sources
(3) understand individual thoughts in which more detail is stated
(4) readily recognize positive and negative statements, interrogatives and interjections

Level C

By the end of Level C the students should:

(1) have spent 30-50% of time listening to gain new understanding
(2) depend heavily on native-quality speech for listening materials
(3) understand with nearly total comprehension
(4) interpret implied meanings from voice inflection and intonation
(5) respond to verbal interaction with ease

SPEAKING SEQUENCE

Level A

By the end of Level A the students should:

(1) pronounce the sounds of the foreign language with intonations and stress comprehensible to a native speaker
(2) form comprehensible sentences using the active vocabulary, grammar and idiomatic expressions presented during the year
(3) speak on any topic areas (such as sports or family) which have been studied
(4) carry on a spontaneous conversation with the teacher or a peer on a familiar topic studied during the year
(5) use familiar foreign language expressions for carrying out daily class activities

Level B

By the end of Level B the students should:

(1) speak about personal interests in past, present or future tenses with acceptable pronunciation
(2) carry on a spontaneous conversation with the teacher or with peers on a topic of personal interest
(3) make all classroom and learning needs known in the foreign language

Level C

By the end of Level C the students should:

(1) speak freely on everyday topics with a considerable amount of coherence, fluency and accuracy
(2) pronounce familiar and unfamiliar words with near-native accuracy and intonation

READING SEQUENCE

Level A

By the end of Level A the students should:

(1) demonstrate control of the vocabulary of the foreign language by comprehending a basic written vocabulary of 700 words
(2) demonstrate control of the following grammatical structures in the foreign language through reading:
    (a) definite and indefinite articles
    (b) independent clauses
    (c) nouns
    (d) personal pronouns (subject and object)
    (e) infinitives
    (f) verb tenses (present, past and future indicative)
    (g) negatives
    (h) prepositions

(i) adverbs
(j) agreement between subject and verb
(k) progressives tenses (present, past and future indicative)
(l) contractions
(m) conjunctions
(n) comparatives and superlatives
(o) word order (basic)
(p) interrogatives
(q) demonstratives
(r) agreement between article, nouns and adjectives (gender and number)
(s) possessives
(t) command expressions

(3) read aloud from a familiar text with proper intonation and stress
(4) demonstrate comprehension while reading material based on familiar topics

Level B

By the end of Level B the students should:

(1) demonstrate control of the vocabulary of the foreign language by comprehending an additional written vocabulary of 300 words beyond the Level A vocabulary
(2) demonstrate control of the following grammatical structures in the foreign language through reading:
(a) sequence of tenses
(b) dependent clauses
(c) relative pronouns
(d) compound tenses
(e) present and past participles
(f) nominalization (adjective and verb)
(g) conditional tense
(h) future tense
(i) subjunctive mood (present and past)
(3) read aloud with proper intonation and stress an unrehearsed text based on familiar topics
(4) demonstrate comprehension while reading unrehearsed material based on familiar topics

Level C

By the end of Level C the students should:

(1) read aloud with proper intonation and stress from an unfamiliar text
(2) comprehend the general meaning of a written account in which a limited number of new vocabulary items or grammatical structures are used

WRITING SEQUENCE

Level A

By the end of Level A the students should:

(1) demonstrate control of the vocabulary of the foreign language by using a basic 700-word vocabulary

(2) demonstrate the correct usage of the following grammatical structures:

- (a) definite and indefinite articles
- (b) independent clauses
- (c) nouns
- (d) personal pronouns
- (e) infinitives
- (f) present, past and future indicative verb tenses
- (g) negatives
- (h) prepositions
- (i) adverbs
- (j) subject-verb agreement
- (k) command expressions
- (l) agreement of nouns, articles and adjectives (gender and number)
- (m) possessives
- (n) demonstratives
- (o) interrogatives
- (p) basic word order
- (q) comparatives and superlatives
- (r) conjunctions
- (s) contractions
- (t) present, past and future indicative progressive tenses

(3) write a familiar text from dictation

Level B

By the end of Level B the students should:

(1) demonstrate control of the vocabulary of the foreign language by using an additional 800 words beyond the Level A vocabulary

(2) demonstrate the correct usage of the following grammatical structures in the foreign language:

- (a) conditional tense
- (b) present and past subjunctive mood
- (c) nominalization (adjective and verb)
- (d) present and past participles
- (e) compound tenses
- (f) relative pronouns
- (g) dependent clauses
- (h) sequence of tenses

(3) write from dictation a text composed of familiar words and structures used in a new contextual arrangement

(4) respond in writing to written questions based on familiar topics

Level C

By the end of Level C the students should:

(1) change dialogues to narrative forms and narrative forms to dialogues

(2) write a brief account of a personal experience or write briefly on some other designated topic

NOTE: The Latin skills continuum is basically the same as the above, with the exception of the references to native speakers, contractions and articles.

Latin

Enrollment in Latin is increasing nationally. Students who have studied Latin score higher in the areas of vocabulary, reading, spelling, math and SAT testing.

The case for Latin was proved many years ago. The national concern over the decline in literacy has caused policymakers to turn to freshly-conceived Latin programs to upgrade the English skills of young people and to improve the quality of their education through Latin, a subject which is the fountainhead and source of the humanities.

These Latin programs have been proved very successful in achieving their goals:

*In the Philadelphia School District, pupils who studied Latin for 20 minutes daily at the fifth grade level advanced one full year in standardized vocabulary test scores as compared to pupils of similar backgrounds who did not study Latin.

*In the Washington, D.C., public schools, Latin was found to boost pupils' reading scores after only one year of instruction in Latin at the sixth grade level.

*Fifth grade Latin pupils in Easthampton, Mass., edged ahead of pupils of similar background in various phases of the Stanford Achievement Test.

*Seventh grade Latin pupils in Worcester, Mass., have shown dramatic improvement in English vocabulary and reading comprehension scores, as compared to their counterparts who did not study Latin.

*In Erie County, Pa., high school Latin pupils were matched with similar pupils who were not studying Latin. The comparison showed that Latin was a definite aid in college entrance examinations.

*Latin pupils in inner city elementary schools in Indianapolis showed large gains in the Metropolitan Achievement Test as compared to pupils of similar background who did not have Latin.

Latin students have scored high on SAT and achievement tests. The SAT verbal average for students taking the Latin Achievement Test was 144 points higher than the national average for all students. These facts support the value of Latin in providing quality education and improving basic language skills.

Testing and Evaluation

Testing

Meeting the instructional objectives of a foreign language program is perhaps one of the greatest desires of a language instructor. To determine the extent to which the objectives are being met requires continual evaluation and measurement of a student's progress and performance. Consistent, faithful evaluation must be made through formal and informal instruments of assessment to establish proficiency in listening, speaking, reading and writing skills, as well as in cultural awareness.

Listening and reading examinations are common in the foreign language classroom. Tests of speaking and writing ability are becoming more important and more widely used. The evaluative techniques and evaluative instruments run the gamut from professional standardized tests to teacher-made tests which include formal and informal written exams, oral response and daily evaluation based on student response and participation. The teacher-made examinations should test what has been taught and should be constructed to evaluate only what is being specifically tested. Directions should be worded in such a fashion so that the student knows exactly what to do; likewise, the items being tested should be presented in an exact manner so that no doubt exists about what is being tested. Examples or models should be included when necessary.

The purpose of any evaluation is to determine strengths and weaknesses. Tests should be graded, returned and reviewed with the students as soon as possible. Feedback and reinforcement are keys in strengthening weaknesses, especially when tests are further used as teaching tools in addition to their role as instruments of evaluation.

Publishers' tests may be limiting and sometimes do not adequately evaluate what has been taught. However, these tests can be beneficial so long as they evaluate students' mastery of material stressed in the classroom. Objective teacher-made evaluations, therefore, are even more important in measuring students' progress because they are limited only by the teacher's creativity. Subjective observations by the teacher also are valid testing procedures.

Various types of tests are readily available to the teacher. Publishers' tests which accompany textbooks may be purchased from the publishing company. National exams in each language area are also given each year. Sample copies of previous tests may be obtained from the appropriate AAT organization. See page 22. A copy of these national test tapes may be obtained from the office of the Specialist for Foreign Language Education, State Education Buildings, Room 305B, Little Rock, Ark. 72201.

Sources for Test Information

Educational Testing Service, Box 911R, Princeton, N.J. 08541.

Lado, Robert. Language Testing: The Construction and Use of Foreign Language Tests. New York, St. Louis, San Francisco: McGraw-Hill Book Company, 1961.

Valette, Rebecca M. Modern Language Testing: A Handbook. New York: Harcourt, Brace and World, Inc., 1967.

Evaluation

One way of monitoring the foreign language program is by the use of subjective evaluations. These may take the form of observations by the teacher, the administrators and the students. Sample evaluation forms have been included.

TEACHER PERFORMANCE EVALUATION FORM

Because the foreign language instructor is the decisive element in the classroom, it is his interaction with students during the study of the foreign language that will decide whether the study will be enjoyable. An instructor's training and competency are of primary importance, but attitude and enthusiasm are equally important and necessary.

A SELF-PROFILE

Which are your consistent ways of interacting with a student?
(Write the number which best describes your behavior)

1 - never
2 - rarely
3 - occasionally
4 - often
5 - very often

_____1. I work by a plan.
_____2. I arrange lessons logically.
_____3. I teach from the text.
_____4. I am autocratic in attitude.
_____5. I encourage questions and interaction.
_____6. I provide for small group situations.
_____7. I teach to the class as a whole.
_____8. I provide decision-making opportunities.
_____9. I provide outside activities.
_____10. I use peers as resources.
_____11. I assign group tasks.
_____12. I criticize student's behavior.
_____13. I am enthusiastic.
_____14. I provide stimulation for role-playing situations.
_____15. I give praise often.
_____16. I give feedback immediately.
_____17. I provide competitive situations.
_____18. I have definite classroom rules.
_____19. I give examples and explanations on the board.
_____20. I give short objective tasks.
_____21. I assign classroom seating.
_____22. I relate my subject material to other subjects.
_____23. I let students explore various ways of problem-solving.
_____24. I proceed from the rules to the examples.
_____25. I prefer guiding students to discover rules through questioning.
_____26. I have students do things rather than talk about them.
_____27. I use recordings or tapes of the foreign language.
_____28. In introducing new vocabulary items, I use pictures and objects students can see, feel or touch.
_____29. I incorporate physical movement into mental activity whenever possible.
_____30. I provide classroom opportunities for students to practice the language among themselves.

In an informal way the teacher may simply read through the above test to determine personal areas of strengths and weakness. Several responses of "Never" are indicative of possible problems in classroom teaching.

EVALUATION SHEET TO BE USED BY ADMINISTRATOR FOR TEACHER EVALUATION

Lesson Planning

1. lesson planned in detail
2. warm-up used
3. example and explanation used
4. instructions clear and concise
5. length of activities
6. several skills worked on

Teacher Techniques

1. maintains reasonable ratio of teacher-talk to student-talk
2. mixes individual and group work
3. uses audio-visuals
4. personalizes materials
5. uses foreign language throughout period
6. calls on all students
7. allows students to correct themselves
8. rewards with praise for good performance
9. monitors and adjusts

Ability in Foreign Language

1. clear pronunciation
2. correct grammar
3. adequate vocabulary
4. correct intonation

Class Climate

1. students volunteer
2. students well-prepared
3. students active during classtime
4. teacher rewards varied
5. foreign language used as communication

Atmosphere for Learning

1. classroom clean and attractive
2. students attentive and respectful
3. teacher pleasant and enthusiastic

Comment on:

1. Did students make progress?
2. Were goals attained?
3. Was there logical development in planning?
4. Did teacher teach to the objective?
5. Was the focus on the learning maintained adequately?

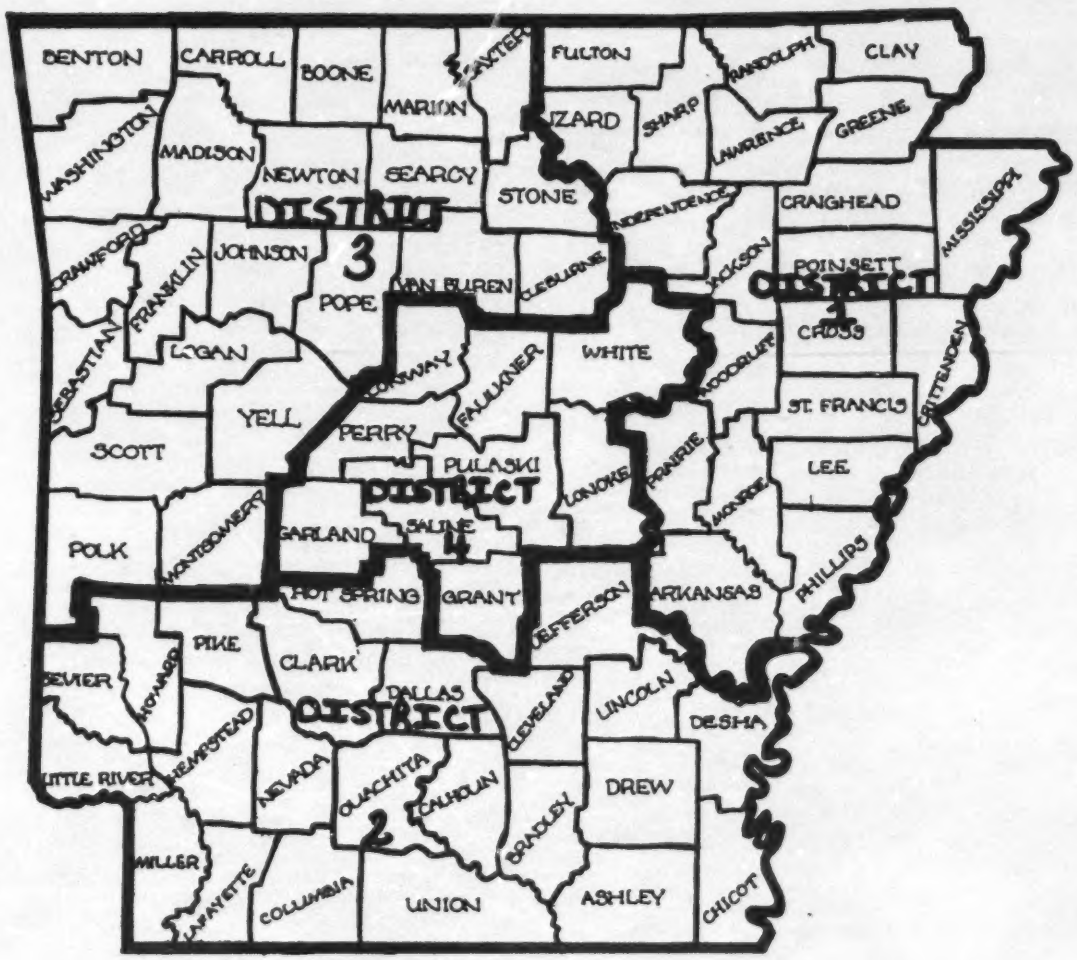
A CLASS EVALUATION FORM FOR STUDENTS
(Check the appropriate response)

	YES	SOMETIMES	NO
I. Teacher			
A. was organized	____	____	____
B. was in control of class	____	____	____
C. was too strict	____	____	____
D. was pleasant and friendly	____	____	____
E. was helpful, accessible	____	____	____
II. Work			
A. too much homework	____	____	____
B. tests too long	____	____	____
C. instructions unclear	____	____	____
D. prompt return of homework and tests	____	____	____
E. fair grading	____	____	____
F. challenging	____	____	____
III. Class Atmosphere			
A. relaxed	____	____	____
B. too tense	____	____	____
C. interesting	____	____	____
D. cooperative	____	____	____
IV. Student			
A. I worked hard.	____	____	____
B. I looked forward to coming to this class.	____	____	____
C. I dreaded coming to this class.	____	____	____
D. I learned more than I thought I would.	____	____	____
E. I felt the class was worth my time.	____	____	____
F. I will remember learning a foreign language as a pleasant experience.	____	____	____

This form can be used at the discretion of the individual teacher for self-evaluation purposes at the end of a semester or year.

Professional Organizations

There are numerous professional organizations which can furnish both information and help in any given foreign language. Involvement in these organizations is both welcome and necessary for a strong Arkansas program. The vitality of a foreign language program is dependent upon continuous professional development. The following is a list of national, state and district organizations. District meetings are held annually. Consult the map below for the locations of each of the four districts.



ACTFL (American Council on the Teaching of Foreign Languages)
National organization for all teachers of all foreign languages at all levels
385 Warburton Avenue, Hastings-On-Hudson, N.Y. 10706
Publication: FOREIGN LANGUAGE ANNALS

AFLTA (Arkansas Foreign Language Teachers Association)
State organization for all teachers of all foreign languages at all levels
Rosalie Cheatham, Executive Secretary, Department of Foreign Languages, University of Arkansas, Little Rock, Ark. 72204

AATF (American Association of Teachers of French)
57 E. Armory Avenue, Champaign, Ill. 61820
Publication: FRENCH REVIEW

AATSP (American Association of Teachers of Spanish and Portuguese)
Box 819, University of Mississippi, University, Miss. 38677
Publication: HISPANIA

AATG (American Association of Teachers of German)
523 Building, Suite 201, Route 38, Cherry Hill, N.J. 08034
Publications: THE GERMAN QUARTERLY, DIE UNTERRICHTSPRAXIS

ACL (American Classical League)
National organization for all teachers of Latin and Greek at all levels
Miami University, Oxford, Ohio 45056
Publication: CLASSICAL OUTLOOK

AEA: Foreign Language Section
Meets during the annual AEA convention

Extracurricular Activities

The extracurricular activities complement the school's foreign language program and take place outside the regular classroom either as on-campus, cocurricular activities, or as off-campus, extramural activities.

I. Cocurricular activities
   - A. Foreign language clubs
   - B. Foreign language field days and festivals
   - C. Field trips to museums, restaurants, lectures, films and plays
   - D. Projects on culture in the foreign language such as plays, skits, art, music, dances, songs, holidays, native dress and folklore
   - E. Total immersion in the foreign language through retreats, such as weekend camp-outs

II. Extramural activities
   - A. Foreign language contests, cultural promotions and festivities sponsored by professional language organizations
   - B. Student exchange programs and travel abroad

Extracurricular activities not only stimulate more interest in the foreign language program for the students involved in its study, but also encourage other students, school personnel and the community to become both aware of and appreciative of another culture.

Source Materials for Career Education

Today's society is mobile, and many people will be working in existing and emerging occupations that require competency in a foreign language. Large numbers of skilled jobs and professions in business, industry, government and labor require different degrees of language proficiency above the minimal level. Foreign trade, legal professions, advertising, journalism, publishing, social service, medical services, theological preparation, teaching, accounting and construction are some areas of opportunity.

The works are divided into a few general career categories. These materials treat the overall impact of foreign languages on career study and could help a teacher to start that study with a class.

GENERAL - Foreign Languages and Career Study

Career Decision-Making Program. "Career Information - Supplement to Guide for Exploring Careers through Worker Traits." Appalachia Educational Laboratory, Inc., Charleston, W.Va. 1974.

Green River Community College. "Opportunities in Modern Foreign Languages." Humanities Division, 12401 S. E. 320th, Auburn, Wash. 98002.

A departmental notice containing a large and attractive list of career uses for foreign languages.

U. S. National Student Association. "Service and Employment Information." New York, N.Y. 1966.

A useful list of organizations and addresses giving overseas employment information to students. Available from U. S. National Student Association, 265 Madison Avenue, New York, N.Y. 10011.

Erickson, Donna R., Holicky, Daren R. "On the Road to Find Out Career Related French Languages Units." ACTFL Materials Center, 2 Park Ave., New York, N.Y. 10016.

NEA Publications. "Bilingual/Bicultural Education: Why You Know About It." 1974.

Reasons why bilingual/bicultural education is important for all students. Pkg. of 30 leaflets, $1.50 (051-02262).

Pena, Albar A. "Special Feature on Bilingual Education: An Overview." Todays Education. Jan./Feb., 1975, pp. 71-84.

SELECTED CAREERS USING FOREIGN LANGUAGE - Business, Industry and Commerce

Merklein, Helmut A. and Coley, George S. "International Business Without Foreign Languages?" Accent on ACTFL, Sept. Nov., 1974, pp. 10-11.

Announcement of an important new degree program, the M. B. A. in international management at the University of Dallas.

Walser, F. Leroy, U. S. Office of Education. "Career Education Holds F. L. Challenge." Accent on ACTFL, Sept., 1973, pp. 8-9.

Shows need for career emphasis in schools today, especially the potential of foreign languages in an expanding international United States job market. In particular Walser noted growth statistics in the import/export business and tourism.

Starr, Charles, PHD. "Foreign Languages for Vocational Training." Audio Lingual Educational Press, Inc., 217 Laurel Rd., E. Northport, New York.

Carbajo, Antonio, "Spanish for Hotels and Motels," "Spanish for Doctors and Nurses, Dentists, Oculists, Optometrists," "Spanish for Airlines and Travel Agents," "Spanish for Restaurants," "Spanish for Banks," "Spanish for Retail Selling." 1963-67.

Manuals containing conversation and vocabulary used by employees of the various businesses.

Language Research Press. P.O. Box 546, Miami, Fla. 33166.

Ackermann, Jean Marie. "Transcultural Training, July, 1974, pp. 28-31.

Excellent article on the need for better transcultural training for transferred company managers and its implications for corporate policy.

EDUCATION

Dept. of Foreign Languages, NEA. "A Career in Foreign Language Teaching."

Basic brochure on foreign language with useful addresses of language teacher organizations and a bibliography.

GOVERNMENT

ACTION. Peace Corps/One Part of ACTION. VISTA/One Part of ACTION. July 1972.

Illustrative pamphlets of Peace Corps and VISTA activities.

C. I. A. "Intelligence Professions." Office of Personnel, Washington, D.C.

Excellent pamphlet on intelligence careers.

Federal Bureau of Investigation. "FBI Career Opportunities." U. S. Department of Justice.

A collection of pamphlets describing translator and special agent positions which require special language training.

U. S. Civil Service Commission/Bureau of Recruiting and Examining Program Development Division. "Key People - Careers in Education with your Federal Government." U. S. Government Printing Office, 1969. 0-352-485, pamphlet 73, revised July,1 1969.

Basic descriptive pamphlet of areas open to teachers in the federal government.

U. S. Civil Service Commission. "Federal Jobs Overseas." Washington, D.C. 20415.

A list of principal United States agencies with personnel outside the country, kinds of positions available, and addresses for inquiries or applications.

U. S. Department of Commerce/The U. S. Travel Service. "Stimulating Business and Pleasure Travel from Abroad." July, 1972.

A descriptive pamphlet of USTS objectives and activities with list of overseas and state-territorial offices.

MILITARY

The Defense Language Institute. "Information Brochure." DLI West Coast Branch, Presidio of Monterey, Calif. 93940.

An excellent and detailed description of the DLIWC, its history, facilities and dedication to language fluency.

"Today's Army." U. S. Government Printing Office, 1975; 513-946; RPI-927, June, 1973.

A large, colorful recruitment pamphlet mentioning opportunities for overseas service, women overseas, foreign duty pay and language options.

SCIENCE

Battelle Memorial Institute. "The President's Report and Annual Review." 197? and 1973. Seattle Research Center, 4000 N. E. 41st. Street, Seattle, Wash. 98105.

Interesting analytical and pictorial reports of firms, world-wide scientific research and activities.

TRANSLATION AND INTERPRETATION

"Is There a Foreign Language Career in Your Future?" CAREER WORLD, Nov., 1974. Vol. 3, pp. 18-19.

A short, informative article especially useful for a brief introduction to the topic for students on the junior high or early high school level. It has a good list of addresses to agencies and schools specializing in interpretation and translation.

Malia, Rosemary. (Letter) American Translators Association, P.O. Box 129, Croton-on-Hudson, N.Y. 10520.

A useful address for those wishing to acquire more information on the art of translating.

MULTIMEDIA

"Perfect Infusion/Foreign Languages: A Career Education Film," prepared by ACTFL. Counselor Films, Inc./Career Futures Inc., 1728 Cherry St., Philadelphia, Pa. 19103.

The ACTFL Foreign Language Education Packet - 3 filmstrip/tape programs. ACTFL, 385 Warburton Ave., Hastings-on-Hudson, N.Y. 10706.

Video Tape - "The Critical Need for Foreign Language Training in the U. S." Keynote speech make by congressman Leon E. Panetta, Dem., Calif., at the conference in Fayetteville. ON LOAN from the Department of Foreign Languages, University of Arkansas at Fayetteville.

Kit - "There's a Language in Your Career" - two 15-minute filmstrips, seven classroom activities, teacher's guides. Tamarkin-Wilkins Associates, 10 Brighton Rd., West Hartford, Conn. 06117.

Kit - "Careers for Bilinguals/Carreras Para Bilingues" - 12 multimedia kits: (Transportation, Communications, Health Services, Public Service, Business and Finance, Marketing and Distribution, Construction, Entertainment, Energy and Natural Resources). Each kit contains two color filmstrips and two cassettes, in Spanish on one side and English on the other, a teacher's manual, and a set of spirit masters. $46.00 per kit. Regents Publishing Co., Inc., 2 Park Avenue, New York, N.Y. 10016.

"Your Career and Foreign Languages." (Communications, Travel and Finance, Health and Government) All 3 - $5.95. Gessler Publishing Co., Inc., New York, N.Y. 10010 or University of Arkansas at Fayetteville, Fayetteville, Ark. 72701. ON LOAN

Career Opportunity Boxes, subject: Foreign Language Career Opportunities. Houghton Mifflin Co., One Beacon Street, Boston, Mass. 02107. #9 - 60126 - $48.00.

Equipment

A vast variety of audio-visual equipment is available for use in the foreign language laboratory and classroom. Such equipment and the materials to be used with it are not absolutely essential for a good foreign language program. A well prepared teacher is still the most essential element in a successful foreign language program. Carefully selected audio-visual materials do, however, serve a positive, supplemental function in the laboratory and classroom. Such materials provide the students access to more than one speaker of the foreign language and to visual aspects of the foreign cultures.

To be most effective, the equipment and materials should be selected to meet the needs of an existing program rather than the program fitted to the equipment available. Classrooms should be surveyed for adequate wiring necessary to support the effective use of electronic equipment.

Below are some suggestions concerning types of equipment that might be used.

TAPE RECORDER/PLAYERS

A good tape player (cassette or reel-to-reel) is almost essential to a good foreign language program. Tapes provide most students with their only regular access to native speakers. They also allow the student to hear himself speaking the foreign language.

SLIDE PROJECTORS, FILMSTRIP PROJECTORS, 16mm PROJECTORS

The visual aspects of the foreign cultures are available in the classroom primarily through slides, filmstrips and borrowed or rented 16mm films. The materials should be current, relevant to other class work and used to meet specific objectives. All projectors require a screen and good light control in the room for maximum effectiveness.

LANGUAGE LABORATORIES: formal, stationary; wireless, broadcast; portable, roll-about; listening stations, jack box

The language laboratory is probably the most expensive electronic equipment used in foreign language teaching and probably the most frequently unused. Ideally a language lab can be an invaluable tool for the teacher and students. Without the ideal situation, the language lab is often reduced in effectiveness. A language lab should not be purchased until the program is established and some study has been done to determine the specific needs of the school.

Some good reasons for purchasing a language laboratory are:

A lab allows the student to hear clearly the native voice and to hear his own voice in comparison.

A lab provides ideal circumstances for listening tests.

A lab provides facilities for multilevel instruction within the same room.

A lab allows the teacher to monitor individual students while several students are working at the same time.

A lab can be used for oral and listening practice by the student who wants or needs more time than the teacher can provide.

Some considerations to be kept in mind when purchasing a language laboratory:

A language lab needs regular maintenance. The cost of maintenance and the availability of qualified technicians should be major considerations at the time of purchase.

Ideally the language lab should be in a separate room used only for lab work. This protects the lab from vandalism and allows more than one foreign language teacher to use the lab. The regular foreign language classroom requires more flexibility in arrangement than a stationary lab permits.

Language labs at best provide about 15 minutes of concentrated practice time per class period. Longer periods of time result in less concentration and attention to the exercises.

The initial expense, plus the cost of maintenance, make purchase of a language lab a major expenditure.

OVERHEAD PROJECTORS

The overhead projector can be an effective teaching tool in the foreign language classroom. Some materials for use on the overhead are available with textbooks.

VIDEO CASSETTE PLAYER/RECORDERS

Some materials are available on video cassettes for use in foreign language classrooms. Recordings of the students using the foreign language are both instructional and motivational in nature.

MAPS: wall maps, slides and overhead projector transparencies

The geographic position and features of the foreign cultures are usually part of the curriculum of a foreign language program at any level.

BULLETIN BOARDS

Ample bulletin board space should be provided in the foreign language classroom. Bulletin boards provide a place for display of both teacher-prepared and student-prepared materials which add to the classroom

atmosphere. Some good sources for bulletin board techniques are:

Coplan, Kate. Guide to Better Bulletin Boards. Oceana Publications, 1970.

Coplan, Kate. Poster Ideas and Bulletin Board Techniques for Libraries and Schools. Oceana Publications, 1962.

Garvey, Mona. Teaching Displays. Linet Books, Division of Shoe String Press, 1972.

Manor, Ed. Handbook for Preparing Visual Media, Second Edition. McGraw, Hill, 1978.

MICROCOMPUTERS

Schools that already have invested in microcomputers should examine current software for its appropriateness for the foreign language program. Computer programs which are drill-practice in format generally serve motivational rather than instructional needs.

RADIO-SHORTWAVE

Taped transmissions are a good source of authentic material for use in the foreign language class.

TELEVISION RECEIVER

A television is needed for viewing TV broadcasts (many educational TV programs are available) and/or for video tape recording and playback.

RECORD PLAYERS

Both music and spoken word materials are available from instructional materials sources.

It is sufficient for most of this equipment to be readily available to the foreign language teacher on a loan basis, checked out ahead of time from a library/media center.

Instructional Materials

A complete set of textbook materials is the core of most foreign language programs. The latest edition of any text is desirable so that replacements or additions will be the same. The Arkansas Department of Education provides an official list of currently approved textbooks. Consideration should be given to purchasing any materials designed to accompany adopted textbook series-tape recordings, workbooks, test tapes, cultural units, tests, filmstrips or prepared teacher aids. These materials add depth to the chosen program and variety to the classroom. The textbook coordinated tapes and other recordings can provide a library for listening practice.

A great variety of supplemental materials is available to foreign language teachers. Such materials (filmstrips, slides, games, posters, books, records, etc.) are invaluable to the foreign language teacher in creating an authentic atmosphere in the classroom. A partial list of sources for supplemental materials is included. All such materials should be purchased only after preview by those who will use them or the consideration of reputable reviews. The library/media center staff can be of great help in the selection and acquisition of instructional materials.

ACTFL Materials Center --- teacher and student materials for classroom use
385 Warburton Avenue
Hastings-On-Hudson, N.Y. 10706

Applause Learning Resources --- non-print learning and teaching aids
85A Longview Road
Port Washington, N.Y. 11050-3099

Audio-Lingual Educational Press, Inc. --- audio-visual teaching aids
22 Vernon Valley Road
East Northport, N.Y. 11731-1492

Continental Book Company --- extensive catalog of books printed in other countries
11-03 46th Avenue
Long Island City, N.Y. 11101

Educational Filmstrips --- extensive catalog of filmstrip kits
1473 19th Street
Huntsville, Tex. 77340

Gessler Publishing Co., Inc. --- wide range of print and non-print materials
900 Broadway
New York, N.Y. 10003

International Film Bureau, Inc. --- foreign language films
332 South Michigan Avenue
Chicago, Ill. 60604

Kiosk --- realia (authentic articles) and games
19223 De Havilland Drive
Saratoga, Calif. 95070

National Textbook Company --- wide range of supplemental printed materials
8259 Niles Center Road
Skokie, Ill. 60077

SIS, Inc. ------- source of free information about microcomputers (Other,
P.O. Box 1430 local, private businesses may be able to provide the same
Conway, Ark. 72032 service.)

Arkansas Department of Education --- can provide bibliographies on specific
Glenna Hudson, Specialist topics, some free materials and general
Foreign Language Education information
State Education Bldgs., Room 305B
Little Rock, Ark. 72201

Wible Language Institute, Inc. --- extensive catalog of non-print materials
24 South 8th Street
P.O. Box 870
Allentown, Pa. 18105

World Press, Inc. --- all kinds of public relations and promotional
89-02 Sutphin Blvd. materials
Suite 401
Jamaica, N.Y. 11435

Some free publications are available from the State Department (see address above).

La Cuisine Francaise
Mexican Cooking
Mexican Folk Craft
Spanish Foods
America's Heritage, An Exploratory Cross - Culture Study of Languages
(A detailed plan of an exploratory program taught in Harrison Junior High School)
Correspondencia: A Spanish Resource Unit
New Orleans: A French Resource Unit
Middle School Exploratory Foreign Language Programs - A Position Paper, National Council of State Supervisors of Foreign Languages
The Role of Foreign Language Education for the Gifted and Talented Student- A Position Paper, National Council of State Supervisors of Foreign Languages
Arkansas Foreign Language Newsletter

Recommendations

All Arkansas students should have an opportunity to study a foreign language during their public school experience.

Even where only small enrollments are available, a basic program of at least two years of a foreign language should be offered. The objectives of such a course should treat all four skill areas: listening, speaking, reading and writing.

Part of the foreign language program should be the study of the geography, culture, history and life patterns of societies where the language is spoken.

A good foreign language program should include information about how the language skill can be used in various career areas.

A recent survey by the Arkansas Department of Education revealed that a large percentage of state high schools have honors programs. In those schools responding, 71% have included foreign language in their honors programs. In the schools where foreign language is included as an honors course, there is a marked increase in foreign language enrollment. It is recommended that honors programs include a minimum of two years of a single foreign language, and in schools where courses are weighted it also is recommended that intermediate and advanced courses be weighted.

Foreign language programs are most effective when taught by qualified teachers. A qualified teacher is one who, in addition to meeting all certification requirements, possesses some degree of fluency in the foreign language as a result of having lived, traveled or studied in a country where the foreign language is spoken. A qualified teacher will have teaching the foreign language as a primary interest and will be able to devote a major portion of the workday to building and maintaining the program.

Foreign language classes should start as early as possible in the sequence K-12, <u>but</u> must continue from their introduction through the remaining years. A student who takes two years of a foreign language in seventh and eighth grade and who has no opportunity to continue it in grades 9-12 will suffer a progressive loss of skills acquired in the program.

Care should be taken not to schedule single section foreign language classes opposite single section classes in other departments. Students who are interested in studying a foreign language are often the same students who are interested in math, music, etc.

No one knows for sure what makes a good foreign language student. A desire to study a foreign language, ability to memorize with ease and ability to see organizational relationships facilitate the study, but most students can benefit from some aspect of a foreign language class.

Since study of a foreign language is basically skills acquisition, classes should be kept small enough to permit each student some time to practice the skills.

In school districts having well-established foreign language programs, courses should be designed and offered to meet special needs. These might include travel, business, health and cultural awareness. Courses such as these are not intended to replace the normal, sequential foreign language program and should be open to students of all ability levels.